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ABSTRACT

This manual provides guidelines for establishing and conducting a cooperative vocational education program. The guide is organized in seven sections that provide information in narrative format on the following aspects of a cooperative education program: overview of the cooperative method of instruction, definitions, benefits of cooperative on-the-job training, teacher-coordinator qualifications, roles and responsibilities, course management, and legal concerns. Roles and responsibilities of teacher-coordinators, vocational directors, principals, students, parents, employers, and guidance counselors are discussed. The course management section covers teacher and student schedules, student recruitment and enrollment, classroom instruction, vocational student organizations, on-the-job training, criteria for selecting training stations, training agreements and plans, coordination visits, student conferences, advisory committees, public relations, grading and credit, and special programs for disadvantaged or handicapped students. Appendixes provide samples of the various forms used in cooperative vocational education programs. (KC)

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Cooperative Vocational Education

Policies and Procedures MANUAL

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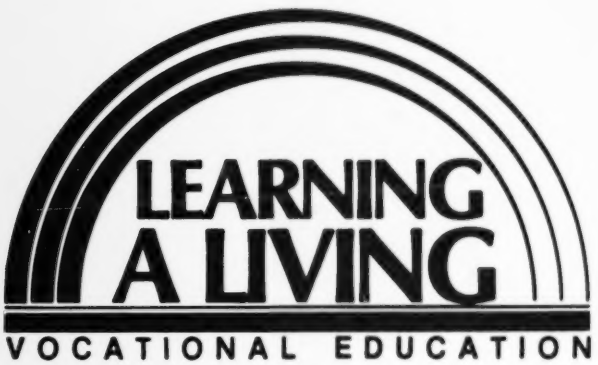

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ACKNOWLEDGMENTS

The 1985 General Assembly passed Standards for Approval of Vocational Education Programs. In 1987, the State Board of Education adopted criteria and procedures for implementing these standards. One standard required that

> *"Local programs using the cooperative vocational education method shall be approved subject to students enrolled being placed in employment commensurate with the program criteria."*

This guide has been prepared to improve the quality of cooperative vocational education in school systems and to ensure compliance with established standards, criteria, and procedures. It includes terms, benefits, roles, responsibilities, educational philosophy, and course management activities. Sample forms in the appendices may be used to implement the cooperative method and to provide the necessary documentation for accountability.

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Sincere appreciation is expressed to these committee members; Nan Coleman, Chief Consultant, Special Programs; and the many coordinators and school administrators who gave advice and assistance.

Proper study and application of this document will ensure that cooperative vocational education attains the highest of educational standards.

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OVERVIEW

The cooperative method of instruction provides students enrolled in vocational education courses an opportunity to extend their employment preparation beyond a classroom. Critical to the philosophy of this method is that students must have classroom instruction and on-the-job training directly related to the other. Both the school and community business assume responsibility for helping a student attain competencies required for a course with a cooperative component.

These components must exist within each cooperative vocational education course:

1. Guidance in helping students choose courses to meet their tentative career objectives.
2. Certified teacher who coordinates the classroom and on-the-job training experience.
3. Training agreement.
4. Training plan.
5. Student competency development beyond general employability skills.
6. Correlation and evaluation of classroom and on-the-job training experience.

Five vocational programs offer the cooperative method of instruction — Agriculture, Business and Office, Home Economics, Marketing, and Trade and Industrial Education. A school must decide what programs to offer based upon available on-the-job training stations in the community, employment opportunities, and student demand. When on-the-job training stations are not available, other noncooperative instructional strategies such as internships and shadowing should be considered.

While students may benefit from working part-time, the purpose of cooperative programs is not to provide students with work experience. The purpose is to help students develop occupational competencies by participating in a school-community partnership program.

Cooperative vocational education courses are to follow state guidelines as well as locally developed policies. Local policies should address expectations of students with regard to:

1. Parking and transportation.
2. Conforming to rules and regulations of the training station.
3. Hours worked for credit.
4. Computing grades.
5. Attendance at employer appreciation events.
6. Participation in VSO activity.
7. Not being in school — not working.
8. School being priority — before job.
9. Losing job because of personal fault.
10. Loss of job through no fault of their own.
11. Their afternoon schedule prior to being placed for on-the-job training.
12. Their afternoon schedule if not scheduled to work at on-the-job site.
13. Terminating employment without consent of teacher-coordinator.
14. Insurance coverage.

DEFINITIONS

Cooperative vocational education is defined in the *Criteria and Procedures for Standards for Approval of Vocational Education Programs* and the *Carl D. Perkins Vocational Education Act of 1984*. Those definitions are:

Criteria and Procedures for Standards for Approval of Vocational Education Programs

A method of instruction for students where vocational classroom instruction is combined with paid employment directly related to the classroom instruction. The two experiences must be planned and supervised by the school and the employer so that each contributes to the student's career objective and employability. Written cooperative arrangements showing the instruction to be provided are developed by the school and employer training sponsor. Credit is received for both the job and classroom components.

Carl. D. Perkins Vocational Education Act of 1984

The term cooperative education means a method of instruction of vocational education for individuals who, through written cooperative arrangements between the school and employer, receive instruction, including required academic courses and related vocational instruction by alternation of study in school with a job in any occupational field, but the two experiences must be planned and supervised by the school and employers so that each contributes to the student's education and to his or her employability. Work periods and school attendance may be on alternate half days, full days, weeks, or other periods of time in fulfilling the cooperative program.

BENEFITS OF COOPERATIVE ON-THE-JOB TRAINING

On-the-job training offers benefits for individuals, businesses, and the community. Some of these benefits are listed below.

Benefits for the Student

1. Students have the opportunity for learning useful employment skills on real jobs under actual working conditions.
2. Interest in classroom work is stimulated by the application of academic and job-related learning to job situations.
3. As wage earners, students develop understanding, appreciation, and respect for work and workers.
4. The ability to get and hold a job helps young people develop a mature and realistic concept of self.
5. The transition from school to employment is made easier.
6. The ability of the student to develop a "post-high school plan," including employment and continuing education possibilities, is enhanced.

Benefits for the Employer/Training Sponsor

1. Employers are assisted in analyzing jobs and developing training outlines.
2. The private sector is provided with opportunities to take an active part in a community service.
3. Employers who participate in cooperative on-the-job training receive the benefits of the school's testing and guidance services.
4. Students are prepared to work in their own localities, under the supervision and following the methods of a specific local employer.
5. Classroom instruction gives student-learners a more thorough understanding of job-related theory and knowledge.

Benefits for the School

1. A school that conducts cooperative on-the-job training is able to extend educational opportunities that are beyond its own physical and financial resources.
2. Skills and knowledge of outstanding individuals outside the school are utilized in the training of young people.
3. Teachers, guidance counselors, and school administrators are provided with improved opportunities to keep in touch with changing employment conditions.
4. Cooperative on-the-job training is a living demonstration of the concept that education is indeed a community-wide responsibility.

Benefits for the Community

1. The number of young people who fail to make a successful transition from school to work is lessened, thereby reducing the economically unproductive members of society.
2. A continuing pattern of school-community relationships is developed.
3. Cooperative on-the-job training helps improve the community's pattern of job stability by giving local students job skills and civic competence.

TEACHER-COORDINATOR QUALIFICATIONS

The teacher-coordinator is recognized as the key component of an effective and meaningful educational program utilizing the cooperative method of instruction. The teacher-coordinator is a member of the school staff who serves in dual roles, that of teacher and coordinator. The coordinator must be a qualified and certified teacher who can work cooperatively with people, motivate others, and can develop training relationships with business and industry. The success of the course is directly dependent upon the teacher-coordinator's enthusiasm and ability to establish priorities, develop and execute plans, and evaluate activities objectively so that goals can be successfully achieved.

A cooperative education teacher-coordinator must be certified as a vocational education teacher in the assigned teaching area. The person must also have had pre-service or inservice training in planning, implementing, and evaluating cooperative education programs. In addition to certification requirements, a teacher-coordinator must be competent in the following:

1. **Guiding and selecting students.**
2. **Enlisting and supervising the participation of employers.**
3. **Teaching related instruction.**
4. **Handling personal and educational problems of students.**
5. **Directing vocational student organization activities.**
6. **Administering the program.**
7. **Maintaining good public relations.**
8. **Representing the school effectively in contacts made in the community.**
9. **Carrying out school policies.**
10. **Representing vocational education as a part of the total educational program.**
11. **Gaining the confidence of the business and school communities.**
12. **Assisting students in adjusting to the work environment and in making personal adjustments.**
13. **Motivating students and employers.**
14. **Understanding local, state, and federal laws relating to vocational education, employment of minors, and safety.**

ROLES AND RESPONSIBILITIES

A number of people are involved in the operation of successful cooperative education. In the section that follows the roles and responsibilities of these people are outlined.

1. Teacher-Coordinator Responsibilities

Classroom Instruction

a. Organize classroom/lab for instructional activities.
b. Explain course goals and purposes to students.
c. Use program area competencies and guides as a basis for planning instruction.
d. Plan instructional strategies for individual training needs.
e. Continually evaluate classroom instruction and on-the-job training for their related learning experience.
f. Select and/or develop appropriate materials for related instruction.
g. Provide the opportunity for students to participate in the appropriate vocational student organization.
h. Create a library of technical information.

Guidance

a. Cooperate with guidance counselors in determining student enrollment in the course.
b. Interview prospective students for entry into the program.
c. Assist students in making other course selections related to career goals.
d. Assist in determining appropriate placement.
e. Counsel students regarding job orientation, interview techniques, and how to complete application blanks.
f. Hold regular conferences concerning progress in class and on the job.

Coordination

a. Visit businesses to select appropriate training stations.
b. Orient new training sponsor(s).
c. Develop training plans.
d. Visit training stations to observe students.
e. Visit training stations to confer with training sponsors concerning student performance and progress.
f. Hold conferences with students, employers, and parents.
g. Resolve any problems that arise between the student and the training sponsor.
h. Arrange for needed adjustment of a misplaced student.
i. Ensure that the training supervisor provides consistent, effective guidance and supervision in accordance with the step-by-step training plan.

Operation and Administration

a. Ensure that students electing job placement are employed in a job directly related to course competencies and tentative career objective.
b. Complete training agreement and training plan with student, training sponsor, and parent.
c. Assure that all legal requirements for the training have been met.
d. Record coordination visits and conferences with training sponsor and students.
e. Maintain teacher-coordinator records.
f. Maintain student files.
g. Use appropriate evaluation instruments to measure student achievement of competencies on the job.
h. Continually evaluate the job market to secure additional training stations.
i. File itinerary in principal's office.
j. Submit a list of students' names, career objectives, places of employment, and job titles to vocational directors. (See Appendix A.)

Public Relations

a. Visit employers to encourage their cooperation in the establishment of the program.
b. Participate in community and civic activities.
c. Promote vocational education through vocational student organization community projects.
d. Plan an employer/employee function with students during the school year to honor the employers who have provided the work stations for the students.
e. Participate in community surveys to determine appropriate types of training stations.
f. Develop brochure on vocational program(s) to distribute to the business community.
g. Promote within the school using brochures, displays, and articles in the school newspaper.

2. Vocational Director Responsibilities

a. Assure compliance with *Standards for Approval of Vocational Education Programs.*
b. Provide appropriate facilities, equipment, and materials.
c. Maintain system for required reports.
d. Determine need for and develop/provide inservice for local staff.
e. Work to assure that vocational student organizations are available and utilized.
f. Provide leadership in establishing and maintaining advisory committees.
g. Publicize successful results of cooperative education.

3. Principal Responsibilities

a. Assure compliance with Standards for Approval of Vocational Education Programs.
b. Respond to the needs of the students, teacher-coordinator, and businesses involved.
c. Provide leadership within the school to maintain quality vocational programs.
d. Assign appropriate facilities for classroom and office use.
e. Provide telephone within teacher-coordinator's office area.
f. Provide input on strengths and weaknesses of the programs to vocational director.
g. Attend advisory committee meetings when possible.
h. Review coordinator's itinerary and evaluate coordination activities.

4. Student Responsibilities

a. Complete and sign appropriate forms.
b. Maintain a good attendance record, not only at school but also on the job.
c. Participate in the vocational student organization.
d. Maintain up-to-date wage and hour reports.
e. Cooperate with teacher-coordinator in securing appropriate on-the-job placement.
g. Conform to the rules and regulations of employing company.
h. Notify the teacher-coordinator and employer no later than 10 a.m. each day if unable to work.
i. Dress appropriately; conduct self in a businesslike manner; be prompt, courteous, and groomed according to the employer's requirements.
j. Have transportation to and from the work site.
k. Participate in employer recognition banquet.

5. Parent Responsibilities

a. Provide guidance in career selection.
b. Sign appropriate forms for student to enroll in program.
c. Provide support and encouragement for student success in school and on the job.
d. Work cooperatively with the teacher-coordinator and student in solving school, work, or home problems.

6. Employer/Training Sponsor Responsibilities

a. Be aware of the objectives of the vocational program.
b. Interview and select student(s) for employment without regard to sex, race, color, national origin, creed, or handicapping condition.
c. Provide early and thorough orientation of the student to job duties and responsibilities.
d. Work with the teacher-coordinator and student in developing a training plan.
e. Provide feedback to the teacher-coordinator on job performance through telephone calls or on-site visits of the teacher-coordinator.
f. Provide adequate supervision on the job.
g. Complete a written evaluation jointly with the teacher-coordinator each grading period.
h. Offer equal opportunities for all employees.

COURSE MANAGEMENT

The teacher-coordinator must use more than one instructional strategy to maximize benefits of the course. Classroom instruction, on-the-job training, and other vocational and organizational learning opportunities must be blended to maximize the benefits for individual students. The teacher-coordinator has the responsibility for planning the instruction so the student achieves the competencies identified as appropriate for the course by the State Board of Education. The teacher-coordinator has to:

1. Manage the instruction in the classroom. (This can be large group instruction, small group instruction, or individual instruction.)
2. Coordinate the instruction with the employer on-the-job site through the use of a training plan.
3. Coordinate learning activities appropriate for the student through the vocational student organization. Having sufficient coordination time is critical to the success of cooperative vocational education.

Teacher and Student Schedules

The State Board of Education adopted *Criteria and Procedures for Standards for Approval of Vocational Education Programs.* These procedures require that a school system provide a teacher 25 minutes weekly for each cooperative education student to ensure proper coordination of on-the-job training. Effective coordination means more than just visiting the student's employer. Each teacher should use this coordination time for these purposes:

1. Select on-the-job training sites.
2. Confer with parents, students, or employers.
3. Visit training sites.
4. Prepare training agreements.
5. Develop training plans.
6. Maintain proper teacher-coordinator records.
8. Prepare and hold employer orientation workshops.
9. Develop new training prospects.
10. Conduct employment and equipment surveys.
11. Formulate individualized instructional strategies.

The coordination time should be blocked and scheduled when the businesses are in operation and the employers are available to meet with the teachers. Scheduling guidelines for administrators are:

Students Receiving On-the-Job Training	Minimum Period Scheduled For Coordination
12	One class period plus 25 minutes per week for each additional student over 12.
24	Two class periods plus 25 minutes per week for each additional student over 24.
36	Three class periods plus 25 minutes per week for each additional student over 36.

The periods in the school day and the teacher's contract period, ultimately determine the number of students a teacher can co-op. *Unencumbered* time before and after the student's school day and extended contract time can be used in computing additional time over the minimum periods that are required. It is recommended that the teacher-coordinator with at least 36 co-op students have at least an 11-month contract.

Co-op vocational education students are in a classroom environment for part of the day and engaged in on-the-job training for the remainder of that day. This on-the-job training is part of the student's 5 1/2 hour school day. Students must receive on-the-job training for at least 450 hours to occur during the school year.

The Department of Public Instruction, Division of Vocational Education, through its vocational education information system, requires that the teacher-coordinator account for the number of hours each student works during the year. These are to be reported at the end of the school year. (See Appendix B for sample form.)

Student Recruitment and Enrollment

Two of the important tasks of the teacher-coordinator are recruiting and enrolling students. As the teacher-coordinator begins the task of recruiting students, she/he must publicize and interpret cooperative education goals and objectives and enroll those students whose career goals can be enhanced by the course. Students should be made aware of the advantages of on-the-job training in combination with in-school instruction. Also, parents should be aware that cooperative vocational education is an opportunity for students to earn money in an area of career interest.

The recruitment and enrollment process ideally begins from seven to ten months before students begin instruction and training. Although school systems may operate under different schedules, the following steps should be undertaken during the recruitment and enrollment period:

1. Publicize the cooperative vocational education program. Publicity should include purposes, career opportunities, and enrollment procedures.
2. Distribute application forms to homeroom teachers, counselors, and students. (See Appendix C.)
3. Review applications, using a committee of cooperative vocational education coordinator(s) and others. Follow established local admission policies. Priority is given to those students who meet the following criteria:
   a. Completion of prerequisites identified for the course.
   b. Present career objective in an occupation related to the vocational education program area.

4. Interview students to discuss practices and procedures.
5. Hold follow-up conferences with those accepted.
6. Notify those students not accepted. Local school systems must develop non-discriminatory policies for determining admission or rejection.
7. Hold orientation meetings and/or workshops in the spring with students accepted. Encourage parents to attend.
8. Encourage students to affiliate with the appropriate vocational student organization, explaining why such an organization forms an integral part of the total cooperative experience.
9. Make certain that both student and parent sign the student's training agreement and understand the need to comply with all school policies.

Classroom Instruction

There is a competency list and curriculum guide for each vocational course offered to be used by teachers in planning their instruction. The teacher-coordinator reviews the competencies and determines appropriate methods of instruction for achieving them. Methods of instruction are tailored to the group and the individual needs of the students. The cooperative method requires a close teacher-pupil relationship. Through conferences with students, parents, and employers, the teacher is able to focus on competencies that are most critical for the students' immediate success, yet build on all of the competencies essential for long-term career development.

Vocational Student Organizations

Vocational student organizations are instructional tools to be used as an integral part of each cooperative education course. They allow students the opportunity to:

1. Follow established procedures for group participation.
2. Develop social skills that help students learn to engage appropriately in social interactions.
3. Develop group process skills as small groups of students plan, carry out, and complete activities for the benefit of a chapter and the community.
4. Compete in a wide variety of competitive events.
5. Learn and demonstrate specific skills/competencies essential for their present and/or future jobs.

On-The-Job Training

Job training situations require careful selection of cooperating businesses, careful placement of students in jobs that help them reach their career goals, and frequent—but timely—coordination visits by the teacher-coordinator. The purposes of on-the-job training are to enable students to:

1. Apply basic knowledge in a job situation.
2. Receive instruction.
3. Gain experience in their chosen career objective.

For the student, the training station becomes a laboratory setting. Each teacher-coordinator is responsible for locating and developing educationally sound training stations. Both the teacher-coordinator and the employer must understand that the job forms an integral part of each student's educational process and that the school is not simply acting as a placement service for students desiring part-time work.

The teacher-coordinator should assure that the training station provides an appropriate atmosphere for on-the-job learning experiences. She/he should make certain that the job adheres to the requirements for determining appropriate placement. (See Appendix D.) When the teacher-coordinator is trying to locate appropriate training stations, she/he should:

1. Consult with program area advisory committee.
2. Contact present training stations.
3. Contact new businesses in the community.
4. Consult yellow pages of phone directory.
5. Consult want ads in local paper.
6. Contact trade associations, professional organizations, civic organizations, and the Chamber of Commerce.
7. Consult school administrators and counselors.
8. Contact local employment security commission offices.
9. Develop a data base about appropriate training stations, using either the sample community survey or employer information card. (See Appendices E and F.)

Criteria for selecting training station—the teacher-coordinator should ensure that the businesses meet the following criteria:

1. The business should be involved in appropriate activities related to the class.
2. The business should enjoy a reputation for integrity and progressiveness in the community.
3. The training sponsor should understand the vocational education course and the part his/her business plays in the student's education.
4. The management should, under normal circumstances, be able to provide employment for the student during the entire school year.
5. The business should offer the type of work and equipment adequate to provide the training for the student's career plan.
6. Management should work with the teacher-coordinator in planning varied on-the-job learning experiences leading to the student's career objective. For an example, a student should rotate through several jobs to attain the course competencies.
7. Management should be willing to conform to the local, state, and federal wage and hour regulations.
8. Management should have a sincere interest in providing educational opportunities for young people and should be able to work effectively with youth.

A teacher-coordinator makes initial visits to businesses to assess their potential as a training station. The teacher should use a calling card as an introduction. (See Apendix G.) Either on the initial or a subsequent visit, the benefits of the training program should be presented. The coordinator should stress both employer and student benefits. If the business is willing, then the teacher-coordinator arranges for student interviews. Once the students have been interviewed, a follow-up visit or call must be made to determine how the students did and whether they will be employed as trainees. If employed, a visit to develop training plans should then be made.

Teacher-coordinators should interview all students to determine individual career objectives before placing them on the job. Ideally, teacher-coordinators should send several qualified students to be interviewed by employers for each potential training station. Employers will generally be more enthusiastic about the program when they are given the opportunity of selecting from more than one student applicant. When this is not possible, teacher-coordinators should explain this problem to employers.

Training agreements and plans—the training agreement is a written statement of commitment from the training sponsor, school, student trainee, and parents. The training agreement should be signed by each party, with a copy kept by each.

The purpose of the training plan is to correlate classroom learning with on-the-job training and to serve as an evaluation tool. Training plans should be jointly prepared with a review of the course competency list. The training plan will include learning experiences and competencies required to meet a specific student's chosen career objective. The completion of a training plan is the most vital step in placing a student on the job.

Training plans may be tailor-made for individual students. Pre-developed plans designed to cover specific jobs may also be purchased.

Preparing training sponsors—a key responsibility of the teacher-coordinator is to prepare training sponsors for their roles. In many cases, working with students will be a new experience for them. They will be much more effective when they are given special help by the teacher-coordinator on how to train students. A luncheon, breakfast, or other type of meeting is an effective way to explain the roles and responsibilities of the training sponsors. Encouraging successful training sponsors from past years to explain their role is one way to prepare new sponsors. Program area advisory committees can assist in developing the agenda for meetings.

Coordination Visits

Effective coordination is essential for successful on-the-job training. Coordination may be defined as those activities that bring together on-the-job training and classroom work in a harmonious relationship for the welfare and progress of the learner and the benefit of the employer. A record should be kept of all discussions during coordination visits and telephone calls.

A regular visitation plan, calling for at least two visits per grading period, should be developed with the employer. More frequent visits may be required in monitoring students experiencing training problems. (See Appendix H.)

Additional observations of students that do not necessarily require conferring with the employer may be made while visiting a business. A teacher-coordinator, for example, may pose as a customer and buy directly from a student in order to evaluate that student's competency, attitude, and performance level. In addition, the number and frequency of visits may be dictated by such factors as the seasons of the year, type of business, location, and the number of students working in a particular business.

One key function of coordination visits includes student evaluation by using the training plan. The teacher-coordiantor should take this document to the training sponsor at least once every grading period. The evaluation columns of the training plan should be completed during the training-sponsor/teacher-coordinator conference. Then the teacher-coordinator should confer with the student-trainee to discuss his/her evaluation. The evaluation includes a review of the training plan and identification of competencies achieved, as well as an evaluation of work traits. (See Appendix H.)

Student Conferences

Student/teacher conferences are essential for identifying instructional needs and solving student problems. Conferences can be scheduled with students:

1. In the morning before classes.
2. During school lunch.
3. When they are not scheduled to work.
4. When they are working on projects in class.

A conference should be held with each student at least once each grading period. Additional conferences can be scheduled as the teacher-coordinator deems necessary.

Advisory Committee

A program area advisory committee should be consulted to interpret the needs of businesses and to develop programs providing on-the-job training. This committee can provide valuable input for the teacher-coordinator. Typically, the advisory committee assists in:

1. Promoting public relations.
2. Locating new training stations.
3. Planning relevant classroom instruction.
4. Planning and conducting field trips.
5. Reviewing training plans.
6. Advising the teacher-coordinator on appropriate employer appreciation events.

Public Relations

During the school year, each vocational education class should be prepared to educate the public as to the nature of their educational program. Each vocational student organization should develop its own public relations program that can be used throughout the school year to assist in the recruiting of new students and training stations.

Grading and Credit

Both the classroom performance and on-the-job training component are to be evaluated in determining a student's composite grade and credit. One grade should be given for both phases, not two separate grades. One unit of credit is given for each course period, which is combined with the one unit of credit given for on-the-job training. It is recommended that students must work at least *450* hours during the school year to get credit for the on-the-job training component.

Students cannot receive credit for the on-the-job training component by providing school services such as bus driver, cafeteria worker, office assistant, or teacher assistant.

Special Cooperative Vocational Education Courses for Disadvantaged/Handicapped

Special cooperative vocational education programs are designed for identified disadvantaged and handicapped students who have unique needs that cannot be met in a regular vocational program offering the cooperative method of instruction. Local units electing to establish special co-op courses must meet the excess cost guidelines that are specified in the Vocational Education *Fiscal and Policy Guide*.

The scope and sequence of the special cooperative program is limited to two course offerings for students in grades 10 through 12. The major objectives of this program are to provide special needs students with employability skills and on-the-job training to meet their individual skill development needs.

Students may enter and progress through the program, at Level I or Level II, based upon an assessment of their interest, abilities, and special needs. Likewise, students must be placed on jobs that will provide training commensurate with their interests, abilities, and special needs.

If a school elects to offer a special program identified as one of the five vocational programs offering the cooperative method of instruction, then on-the-job training stations must be in jobs appropriate for that specific vocational program.

Special cooperative vocational education programs must adhere to the class size guidelines established for special programs in the *Vocational Education Program of Studies* and all policies and procedures for regular cooperative education courses.

LEGAL CONCERNS

The teacher-coordinator of vocational education cooperative programs should be familiar with applicable state and federal laws.

Several important areas are labor laws, worker's compensation, hazardous occupations, apprenticeship, equal opportunity, privacy rights, and employer benefits. The following are sources of information:

Apprenticeship Training

North Carolina Department of Labor, Apprenticeship Division
Labor Building
4 West Edenton Street
Raleigh, NC 27611

Employer Benefits (Targeted Jobs Tax Credit Program)

Employment Security Commission
700 Wade Avenue
Raleigh, NC 27605

or

Division of Vocational Education
State Department of Public Instruction
Education Building
Raleigh, NC 27603-1712

Equal Opportunity

Carl D. Perkins Vocational Education Act of 1984
Civil Rights Act of 1964-72
Age Discrimination Act of 1967
Vocational Rehabilitation Act of 1973
Education of the Handicapped Act (Public Law 94-142)
An Act to Provide for A System of Education Opportunity for all Children Requiring Special Education (Article 9 of Public School Law)

Labor and Wage Laws
Hazardous Occupations

United States Department of Labor
Federal Building
310 New Bern Avenue
Raleigh, NC 27611
or
800 Briar Creek Road
Charlotte, NC 28205
or
Federal Bldg. — Room 240
324 W. Market Street
Greensboro, NC 27402
or
North Carolina Department of Labor
Labor Building
4 West Edenton Street
Raleigh, NC 27611

The North Carolina Wage and Hour Act of 1979 prohibits employment up to age 18 in these occupations:

Motor vehicle driver-helper
Logging and sawmilling
*Power-driven woodworking machines
*Power-driven metalworking machines
*Power-driven paper products machines
*Power-driven circular saws
Power-driven hoisting apparatus
Power-driven bakery machines
*Meat packing and slaughtering
Mining
Involvement with radioactive substances
Manufacturing and storing explosives
Manufacturing brick and tile
Wrecking, demolition and shipbreaking
*Roofing
*Excavating

Privacy Rights

Family Educational Rights and Privacy Act of 1974
45 CFR Part 99 (Buckley Amendment)

Worker's Compensation

North Carolina Industrial Commission
Dobbs Building
430 North Salisbury Street
Raleigh, NC 27611

Vocational Education Standards

Criteria and Procedures for Standards for Approval of Vocational Education Programs as required by Section 28, Chapter 497, Senate Bill I 1985 General Assembly.

*These hazardous occupations contain exemptions for 16-and 17-year-old apprentices and student-learners provided they are employed under the following conditions:

Student-Learners

1. The student-learner is enrolled in a course of study and training in a cooperative vocational training program under a recognized State or local educational authority or in a course of study in a substantially similar program conducted by a private school.
2. Such student-learner is employed under a written agreement which provides:
   a. That the work of the student-learner in the occupations declared particularly hazardous shall be incidental to the training.
   b. That such work shall be intermittent and for short periods of time, and under the direct and close supervision of a qualified and experienced person.
   c. That safety instruction shall be given by the school and correlated by the employer with on-the-job training.
   d. That a schedule of organized and progressive work processes to be performed on the job shall have been prepared. Each such written agreement shall contain the name of the student-learner, and shall be signed by the employer and the school coordinator or principal. Copies of each agreement shall be kept on file by both the school and the employer.

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Date _____

COOPERATIVE STUDENT PLACEMENT REPORT

COURSE _____ TEACHER _____ PROGRAM AREA _____

SCHOOL SYSTEM _____ SCHOOL _____ REGION _____

TEACHER'S SIGNATURE _____ PRINCIPAL'S SIGNATURE _____

DIRECTIONS: Use a separate form for each course. Complete all columns. List all students (Column 2) enrolled in a class with a cooperative component. Put a check mark in Column 1 beside each student who is enrolled in the co-op component of the class. (All ICT and HECE students must be employed.) List the job title (Column 5) used by student's employer.

1. CO-OP	2. STUDENT NAME	3. PRESENT CAREER OBJECTIVE	4. COMPANY NAME, ADDRESS WHERE EMPLOYED, AND SUPERVISOR'S NAME	JOB TITLE
	22		25	

APPENDIX A

Page _____ of _____

COOPERATIVE STUDENT PLACEMENT REPORT

COURSE _____ TEACHER _____ PROGRAM AREA _____ SCHOOL SYSTEM _____

1. CO-OP	2. STUDENT NAME	3. PRESENT CAREER OBJECTIVE	4. COMPANY NAME, ADDRESS WHERE EMPLOYED, AND SUPERVISOR'S NAME	JOB TITLE

APPENDIX A (continued)

STUDENT-TRAINEE WAGE AND HOUR RECORD

Student _____ Month _____ Soc. Sec. No. _____
(Last Name) (First Name) (Initial)

Training Station _____ Supervisor's Signature _____

Present Job Assignment _____

Day	Date	Hours
S		
M		
T		
W		
T		
F		
S		

Total Hours _____
Regular Hours _____
Bonus/Commission _____
Gross Pay _____

Day	Date	Hours
S		
M		
T		
W		
T		
F		
S		

Total Hours _____
Regular Hours _____
Bonus/Commission _____
Gross Pay _____

Day	Date	Hours
S		
M		
T		
W		
T		
F		
S		

Total Hours _____
Regular Hours _____
Bonus/Commission _____
Gross Pay _____

Day	Date	Hours
S		
M		
T		
W		
T		
F		
S		

Total Hours _____
Regular Hours _____
Bonus/Commission _____
Gross Pay _____

Day	Date	Hours
S		
M		
T		
W		
T		
F		
S		

Total Hours _____
Regular Hours _____
Bonus/Commission _____
Gross Pay _____

Monthly Summary

Total Hours _____
Regular Hours _____
Bonus/Commission _____
Gross Pay _____
*Average Hourly Pay _____

*Divide Gross Pay by Total Hours

APPENDIX C
SAMPLE

APPLICATION FOR ADMISSION INTO COOPERATIVE VOCATIONAL EDUCATION

Personal Data

Date _____

1. Name _____ S.S. No. _____
   (Last) (First) (MI)
2. Address _____ Phone _____
   (PO Box, Street) (City) (Zip)

Scholastic Data

3. Homeroom Teacher _____ Homeroom No. _____ Grade _____
4. Current Semester Schedule

Period	Subject	Teacher	Room
First			
Second			
Third			
Fourth			
Fifth			
Sixth			
Seventh			

5. Vocational Education courses you are taking or have taken _____
   _____
6. Have you at any time been enrolled in any course utilizing the cooperative on-the-job method of instruction? Yes _____ No _____

Work Experience

7.

Name of Employer	Kind of Work	Dates

8. Presently Employed? Yes _____ No _____ Employer _____
9. Statement of your career objective (or future plans) _____
   _____
10. Means of transportation you would use in going to work _____
    _____

Signature _____ Date _____
(Student)

Approval _____ Date _____
(Parent or Guardian)

It is the policy of this school system not to discriminate in its admission requirements, educational programs, activities, or employment policies in regard to sex, race, color, national origin, creed, or handicapping conditions.

DETERMINING APPROPRIATE PLACEMENTS FOR COOPERATIVE ON-THE-JOB TRAINING STUDENTS

The major purpose of cooperative vocational education is to provide on-the-job training directly related to the classroom instruction. On-the-job training requires a greater commitment of time and resources from schools and business persons than just having students working part-time.

Many businesses, lay citizens, and school personnel believe that students benefit from working part-time. Schools should encourage that option. However, employment alone is not the purpose of cooperative vocational education. The cooperative method of instruction does not exist if related classroom instruction is not planned and taught.

Five vocational education programs currently offer the cooperative component — Agriculture, Business, Home Economics, Marketing, and Trade and Industrial Education. How do you decide which cooperative on-the-job training course a student should take? For example, a student wanting to be a secretary should be placed in a cooperative business course rather than an Industrial Cooperative Training course. While the Industrial Cooperative Training course may benefit this student, the cooperative business program will have greater benefit for the secretarial student because of the competencies attained in the classroom.

The same business or industry can serve as the on-the-job training site for all five program areas. For example, a student may be placed in a restaurant by Home Economics Education or Marketing Education. A student who has an interest in the food preparation area could best be prepared by a Home Economics course. The student desiring to work in marketing food products could best be prepared by Marketing Education.

The existing community employment opportunities should be the primary factor in determining which cooperative courses to offer. When a community cannot support all five vocational program areas offering cooperative education, the school should offer those which are most closely aligned to the existing employment opportunities. Other instructional strategies such as internship and shadowing should be used where on-the-job training stations are not available for students.

The following information has been prepared to help schools determine appropriate placements for students enrolled in courses using the cooperative method of instruction. Five program areas have listed job titles that are typical of entry-level employment for co-op students.

Agricultural Education

Students enrolled in the agricultural education courses listed below may be placed in on-the-job training sites. The sites must provide training related to the course objectives.

1. Agricultural Cooperative Training
2. Agricultural Engineering Technology
3. Agricultural Production and Management
4. Horticulture
5. Natural Resources Management
6. Certain Local Specialized Courses, e.g., Forestry

Typical job titles for students to begin their training toward achieving career objectives in agriculture can include but are not limited to the following:

Agricultural Production

Cattle farm worker
Dairy farm worker
Diversified crop farm worker
Diversified livestock farm worker
Fruit and/or vegetable farm worker
Game farm worker
Poultry farm worker
Swine farm worker
Tree farm worker

Agricultural Mechanization

Farm machinery mechanic assistant
Farm machinery parts employee
Farm machinery set-up and delivery person
Irrigation or drainage installer

Agricultural Products/Processing

Agricultural supply warehouse worker
Animal industry laboratory assistant
Cannery or processing plant worker
Dairy plant operator assistant
Egg grader or candler
Farm and garden supply center employee
Feed mill operator
Fruit and vegetable product manager trainee
Grain elevator management assistant
Livestock auction/stockyard assistant
Veterinary assistant

Forestry

Christmas tree farm employee
Forest nursery employee
Forestry equipment operator
Special forest products worker
Tree planter

Natural Resources/Environmental Protection

Campground maintenance worker
Game farm worker
Game management and protection assistant
Groundskeeper
Hunting and fishing guide
Soil conservation assistant
Wildlife conservation assistant

Horticulture

Flower shop worker
Golf course worker
Greenhouse worker
Greenskeeper
Landscape service aide
Lawn, garden and golf equipment mechanic assistant
Lawn service worker
Nursery worker
Tree service worker

Other Agriculture

Agricultural research worker
Aquaculture worker

Business and Office Education

Business and Office Education courses provide opportunities for students to prepare for or advance in selected careers in business administration, accounting, administrative support, and information systems occupations as well as related office occupations. Occupations in public or private enterprises or organizations which include the following functions are considered appropriate placements for Business and Office cooperative students:

1. Ownership and management responsibilities.
2. Coordinating office activities.
3. Recording, processing, and retrieving data.
4. Supervising.
5. Internal and external communications.
6. Reporting of information.

The Business and Office Education instructional program provides students with the competencies necessary to perform the tasks found in the business office.

Occupational groups/job titles in which Business and Office Education students could begin their training include:

Accounting Occupations

Accounts payable/receivable clerk
Auditing clerk
Billing clerk
Bookkeeper
Collection clerk
Control clerk
Cost accounting clerk
Credit clerk
Inventory clerk
Order clerk
Payroll clerk
Purchasing clerk
Statistical clerk
Stock control clerk
Tax preparer (clerk/trainee)

Data Processing Occupations

Computer operator
Data control clerk
Date entry operator
Data processing librarian

Administrative Support Occupations

Administrative assistant
Claims clerk
Clerk-receptionist
Clerk-typist
Correspondence clerk
Desk clerk
Encoder
File clerk
General office clerk
Information clerk
Insurance clerk
Library assistant
Loan clerk
Mail clerk
Pesonnel assistant
Receptionist
Records clerk
Reservations clerk
Secretary
Stenographer
Transcriptionist
Typist
Word processor

Business Administration Occupation

Business management trainee

Home Economics Education

Home Economics courses which use the cooperative method of instruction are developed from three major subject matter areas in order to meet the unique requirements of the specific occupations.

The three major subject matter areas are described below.

1. **Child Care Services**
   Includes occupations in teaching and guiding preschool children in various public and private child care agencies.
2. **Commercial Food Service**
   Includes occupations in preparing food, serving food, and managing food service operations in institutional, commercial, or owner-operated food establishments.
3. **Custom Fashions and Interiors**
   Includes occupations in constructing commercial garments, custom garments, window treatments, and home furnishings in industrial or owner operated establishments. Also includes occupations in fitting and altering ready-to-wear garments.

Students must meet the competencies for Child Care Services, Commercial Foods, or Custom Fashions and Interiors. Students may need to perform the duties of more than one job during the year to meet the competencies. Typical job titles for students to begin their training toward achieving their career objectives in a home economics related area include the following:

Child Care Services

Child care aide or assistant
Children's institution attendant
Nursery school attendant
Playroom attendant
Preschool library assistant
Preschool recreation center assistant
Special needs child care aide

Commercial Foods

Baker
Caterer helper
Cook apprentice
Cook
Food counter worker
Dietary aide
Dining room attendant
Food assembler
Hand decorator
Pastry maker
Kitchen helper
Salad maker
Sandwich maker
Specialty cook

Custom Fashions and Interiors

Alterationist
Comparison shopper
Drapery and upholstery estimator
Drapery operator
Drapery hanger
Dressmaker's assistant
Fabric store worker
Garment fitter
Interior design assistant
Sewing machine operator — garments
Sewing machine operator — nongarments
Sewing specialist
Sewing techniques demonstration
Special shopper
Specialty machine operator:
  Belt maker
  Buttonhole maker
  Monogrammer
Tailor apprentice

Marketing Education

Marketing Education courses which use the cooperative on-the-job training method provide training for initial employment in marketing, merchandising, and marketing management occupations. On-the-job training placements in public or private enterprises which include the following functions are considered appropriate for Marketing Education students:

1. Distribution/transportation
2. Financing
3. Managing
4. Marketing-information management
5. Pricing
6. Product service planning
7. Promotion
8. Purchasing
9. Risk management
10. Selling
11. Standardizing, grading, packaging, and storing

The instructional program in Marketing Education is designed to develop competencies which help the students perform their jobs in all aspects of marketing, merchandising, and management. Students may be placed in retail, wholesale, service, or production industries where they are performing one of the above functions.

Typical job titles for Marketing Education students to begin their training toward achieving their career objectives include the following:

Advertising/display assistant
Attendant (health club, rental agencies, bellhop)
Business management trainee
Cashier
Counterperson (parts, service, tools)
Restaurant crew person (whose career objectives are in operations/management — not cook)
Salesperson
Shipping and receiving clerk
Stockperson
Telemarketer (retail, wholesale, manufacturing)
Utility worker (farm and garden centers, laundries, home and office product centers)
Waiter/waitress/host/hostess

Students receive training through these jobs, enabling them to progress to other jobs which require more responsibility and training. Jobs which offer a progression to the student's ultimate career objective are essential to effective training and success of the Marketing Education experience.

The job titles are shown for illustration. Various types of the same job are found in various segments of each industry classification. Salesperson and cashier are examples of job titles for students in most all occupational groupings.

The Classification of Instruction Programs (CIP) classifies marketing occupations as follows:

1. Apparel and Accessories Marketing
2. Business and Personnel Services Marketing
3. Entrepreneurship
4. Financial Services Marketing
5. Floristry, Farm and Garden Supplies Marketing
6. Food Marketing
7. General Marketing
8. Home and Office Products Marketing
9. Hospitality and Recreational Marketing
10. Insurance Marketing
11. Real Estate
12. Transportation and Travel Marketing
13. Vehicles and Petroleum Marketing

In many instances, the student's career objective will be for a management level job, possibly in a career area, such as real estate, where age limits licensing. The best placement may be in general sales training, and they may specialize as they become older.

Trade and Industrial Education

Instruction in the Industrial Cooperative Training classroom develops the general principles relative to the occupations for which the student is being trained on the job. Trade and Industrial Education students may progress from a trade preparatory program or enter directly the ICT program where the student learns a skilled or semi-skilled occupation under the supervision of a craftsperson.

Occupations in public or private industry concerned with designing, producing, processing, assembling, testing, and maintaining any product or commodity are appropriate placements for Industrial Cooperative Training students. Students may progress into apprenticeship programs in many trades from the ICT program.

Typical job titles for trades and industry students to begin their training toward achieving their career objectives include:

Communications

Audio operator
Audio-video technician (repairer)
Cartoonist
Color lab technician
Commercial art designer — commercial photo processor
Draftsperson (architectural, civil, mechanical, topographical)
Embossing press operator
Engraver
Graphic arts technician
Linotype operator
Motion picture photographer
Motion picture projectionist
Photoengraver
Photographer (litho, news, still, darkroom technician)
Radio control room technician
Sign painter
Television camera operator
Television and radio repairer
Video operator

Construction Trades

Blocklayer
Bricklayer
Cabinetmaker
Cable splicer
Carpenter
Carpet layer
Cement mason
Dry wall applicator
Electrician's helper
Floor layer
Glazier
Landscaping
Maintenance mechanic (building and heavy equipment)
Millwright
Painter
Paperhanger
Pipefitter
Plasterer
Plumber
Steamfitter
Stonecutter
Structural steel worker
Tilesetter

Manufacturing

Air conditioning/heating/refrigeration technician
Boat builder maintenance and repairer
Crystal and porcelain maker
Extruder operator (plastics)
Fabric dyer
Furniture finisher
Furniture maker
Furniture upholsterer
Glass cutter
Hosiery dyer
Hosiery knitter
Injection mold machine operator
Ironworker
Knitting machine fixer (hosiery)
Lathe operator
Leatherworker
Lens grinder
Loom fixer
Machinist

Machinist (wood)
Metal worker
Millman
Patternmaker (metal, garment, wood)
Plastics fabricator
Saddlemaker
Sewing machine operator (garment production)
Sheet-metal worker
Shoe repairer
Tire fabricator
Vault maker
Wastewater treatment plant operator
Water treatment plant operator
Watchmaker
Watch repairer
Well drill operator
Weaver
Welder

Public and Private Industry Services

Advertising production assistant
Appliance repairer and installer
Bicycle assembler and mechanic
Bowling machine mechanic
Commercial fisherman
Custodian
Dental assistant
Dental lab technician
Dry cleaner
Farm machinery mechanic
Emergency medical service technician
Ferrier
Furrier
Geriatric aide
Grounds maintenance
Jeweler
Locksmith
Maintenance technician
Medical assistant
Medical laboratory assistant
Mortician
Musical instrument repairer
Neon sign technician repairer
Nurse aide/orderly
Optometric mechanic and repairer
Ornamental iron worker

Parts clerk (wholesale)
Physical therapy aide
Piano technician
Presser
Scale mechanic
Shoe repairer
Sign writer, hand
Small engine mechanic
Speech hearing therapy aide
Surveyor
Taxidermist
Telephone installer
Turf management trainee
Veterinary hospital assistant

Transportation

Air conditioning mechanic (auto)
Aircraft mechanic
Automobile body repair
Automobile mechanic
Automobile motor analyst
Automobile upholsterer
Automotive electrician
Automotive machinist
Automotive parts clerk
Auto service technician
Diesel mechanic
Front-end mechanic
Hydraulic maintenance
Industrial truck mechanic
Marine engine mechanic
Materials handling
Motorboat mechanic
Radiator mechanic
Tire service technician
Transmission mechanic
Tune-up mechanic
Wheel alignment mechanic

Overlapping Placements

Many entry-level jobs are appropriate for more than one program area. The following list identifies some of these job titles and the program areas where placement is appropriate:

Groundskeeper	AG and T&I
Waiter/waitress/host/hostess	HE and ME
Commercial artist	ME and T&I
Floral design assistant	ME, AG, and HE
Farm equipment repairer	T&I and AG
Reservationist	ME and BOE
Production sewing machine operator	T&I and HE
Parts clerk	AG, ME, and T&I

Entrepreneurship Placements

Two options exist for assisting students who are interested in owning and operating a business and participating in a course with the cooperative component.

1. They may enroll in any program area course using the cooperative method of instruction whose content relates to their entrepreneurial interest.
2. Students who have completed at least one job skills course in marketing or business may co-op from Small Business/Entrepreneurship.

The teacher-coordinator must be highly selective in approving job sites and very realistic in approving the use of the co-op method with Small Business/Entrepreneurship students. A student who co-ops from Small Business/Entrepreneurship must have taken at least one Marketing course or one of these business courses: Computerized Accounting I, Administrative Support Occupations I, Business Data Processing Occupations I, Computer Applications I, or Advanced Typewriting/Word Processing.

Students who elect to receive co-op on-the-job training through Small Business/Entrepreneurship will be counseled by the teacher-coordinator to ensure that on-the-job training is the most appropriate method. Job placements must offer the student an exposure to the general operations of the business by rotating to varied job assignments and must also offer exposure to owner/manager decision making.

In the Small Business/Entrepreneurship course, students desiring to be entrepreneurs will be given an overview of decisions entrepreneurs must make. Students not having a business or marketing course and desiring to expand their training beyond the classroom will have options to participate in internships or simulations.

Students who desire to be entrepreneurs can learn from working for an employer. They can begin saving needed capital to start a business, learn about business operations, and gain product and service knowledge.

APPENDIX E
SAMPLE

COMMUNITY EMPLOYMENT SURVEY

Name _____

Business _____

Position _____

Phone _____

NOTE: ANSWERS OR COMMENTS MADE WILL NOT PLACE ANY OBLIGATION ON YOUR BUSINESS. THIS IS FOR GENERAL INFORMATION AND PLANNING.

1. Total number of employees.
   a. Number of full-time employees (35 hours/week or more) _____
   b. Number of part-time employees (less than 35 hours/week) _____
2. Estimated total employment in last three years. (Do not include seasonal employees.)

	Full-Time	Part-Time
19__	_____	19__ _____
19__	_____	19__ _____

3. Total number of new employees hired in the last calendar year.
   a. Number of new employees who filled newly created positions _____
   b. Number of new employees who filled vacated positions _____
   c. Number of new employees without prior experience _____
4. Do you have seasonal employees (Christmas, tourism, etc.)? Yes _____ No _____
   If "yes" please indicate in the spaces provided the number(s) employed in each appropriate time period.

Jan. - March	_____	Sept. - Nov.	_____
April - May	_____	December	_____
June - August	_____		

5. Are you familiar with any of the high school cooperative vocational education programs in your community? Yes _____ No _____

   Please list _____

   _____

6. When you have a job opening(s), which of the following sources do you use to hire workers? (Mark the spaces which are more appropriate for each item.)

	Often	Sometimes	Never
a. State Employment Service	_____	_____	_____
b. Private Employment Agencies	_____	_____	_____
c. Advertising and Want-Ads	_____	_____	_____
d. Friends and Relatives	_____	_____	_____
e. Direct Company Applications (walk-ins)	_____	_____	_____
f. High School Cooperative Programs *See number 10.	_____	_____	_____
g. Other (Please describe) _____	_____	_____	_____

7. Would you be willing to hire high school cooperative vocational students for your business? Yes _____ No _____

   If the answer is "no," please explain what is needed to make high school-trained personnel a desirable source of qualified employees.

8. Would you or one of your employees will be willing to visit a public school class(es) to explain jobs in your business? Yes _____ No _____

9. If you are having difficulty filling any jobs, please list them _____,

   _____, _____, _____.

10. How many students who are enrolled in high school cooperative vocational courses do you have working in your business? (Please specify by program area.)

*AG	(Agriculture)	_____
BOE	(Business and Office)	_____
HE	(Home Economics)	_____
ME	(Marketing)	_____
T&I	(Trade and Industrial) or	_____
ICT	(Industrial Cooperative Training)	_____

APPENDIX F
SAMPLE

EMPLOYER INFORMATION CARD

(front)

EMPLOYER RECORD

Name of Business _____

Address _____ Phone _____

Type of Business _____

Contact Person _____ Title _____

Employees: Full-time _____ Part-time _____

Working Hours _____ Office Hours _____

Tasks usually performed at this station: _____

_____

_____

(back)

Special duties or conditions of this station: _____

_____

_____

Equipment used _____

_____

General Analysis:

Dress requirements _____

Attitude toward cooperative program _____

Reputation _____

Rules and regulations _____

_____

Other information _____

_____

Notes and comments: _____

_____

APPENDIX G
SAMPLE

INTRODUCTION CARD

NAME OF HIGH SCHOOL
SCHOOL ADDRESS
INTRODUCTION CARD

DATE _____

TIME _____

TO: _____ FIRM: _____

ADDRESS: _____

This will introduce _____, a _____
(name of student) (name of program area)

_____ student in our high school, whom we recommend to be interviewed for the part-time position which you are making available.

_____
Signature of Coordinator

FRANCES M. McDONALD
Coordinator
Administrative Support Occupations Coordinator

ENLOE HIGH SCHOOL
226 Clarendon Crescent Office: 755-6319
Raleigh, NC 27610 School: 755-6870

COORDINATION RECORD

Date	Remarks and Follow-Up Needed

COORDINATION RECORD

Date	Remarks and Follow-Up Needed
_____	Conference held with _____
	Purpose & follow up _____
	_____
_____	Conference held with _____
	Purpose & follow up _____
	_____
_____	Conference held with _____
	Purpose & follow up _____
	_____
_____	Conference held with _____
	Purpose & follow up _____
	_____
_____	Conference held with _____
	Purpose & follow up _____
	_____
_____	Conference held with _____
	Purpose & follow up _____
	_____
_____	Conference held with _____
	Purpose & follow up _____
	_____
_____	Conference held with _____
	Purpose & follow up _____
	_____

TRAINING RECORDS

The following training records are required for every student enrolled in a cooperative vocational education course:

1. Training Agreement — A list of responsibilities to which all parties concerned agree and sign.
2. Training Plan — A list of competencies the student will develop or learn.

The cover page for the training records contains a statement about discrimination and must be included as a part of the training record portfolio for each student.

TRAINING AGREEMENT

The Training Agreement is a required document that outlines the responsibilities of each of the parties involved in a cooperative vocational education course. A sample agreement is included in this publication. This agreement should be explained to all parties involved by the cooperative vocational education teacher, and all parties must sign the agreement. Copies of the Training Agreement are required to be on file at the school and with the employer.

TRAINING PLAN DEVELOPMENT

The completion of a training plan is probably the most vital step in placing a student on the job. The training plan provides the communication between employer, student, and school as to what competencies the student will develop on the job and documents activities for which the school grants credit.

With the student's career objective and job analysis/competency data, the employer and teacher-coordinator must decide jointly what competencies can best be developed in the on-the-job training situation. Training plans can best be "tailor-made" for a specific student or pre-developed plans for specific jobs can be obtained from SDPI or purchased from other sources.

Some key steps in training plan development are:

1. Consult with prospective employer regarding training opportunities and discuss training agreement.
2. Utilize company training manual, job analysis, or competency listings for specific occupations or courses to determine the job tasks or competencies to be taught. (Many pre-developed training plans are available for purchase.)
3. Using SDPI prescribed format, develop a competency list to be taken to the employer (training sponsor) to verify if training can be managed and in what sequence.
4. Ascertain what other job tasks or competencies should be learned by the student-learner.
5. Communicate with students, their parents, and others the planned training program at the work site. Gain signatures of approval.
6. Constantly utilize the plan on coordination visits and in evaluation sessions, and update as necessary. Developing plans is a continuous process.
7. A copy of the Training Plan and Training Agreement must be on file at the student's place of employment and at school.

COOPERATIVE VOCATIONAL EDUCATION TRAINING RECORDS

_____
SCHOOL SYSTEM

_____
NAME OF VOCATIONAL PROGRAM

_____
SCHOOL CITY

_____
STUDENT'S NAME LAST MI FIRST

_____
DATE OF BIRTH AGE SOCIAL SECURITY NUMBER

_____
COMPANY NAME ADDRESS PHONE NUMBER

_____
TYPE OF BUSINESS JOB TITLE FEDERAL CIP NUMBER

It is the policy of this school system not to discriminate in its educational activities or employment policies in regard to sex, race, color, national origin, creed, or handicapping condition.

TRAINING AGREEMENT
Cooperative Vocational Education

Student's Name _____ Course _____

School _____ School Phone Number _____

Participation in a cooperative vocational education course requires that all parties concerned must agree to the following responsibilities:

Employer's Responsibilities

The employer will assist in the training plan development.

The employer will place the student in a training position for the purpose of providing employment experience and career exploration, and will give tasks of instructional value.

The employer will ensure that the student's employment activity will be supervised by an experienced and qualified person. All tasks will be performed under safe and hazard free conditions.

The employer will ensure that the student will receive the same consideration given other employees with regard to safety, health, social security, general employment conditions, and other regulations of the firm.

The employer will notify the coordinator if difficulties arise, changes are necessary, a lay-off or termination of employment seems likely to occur.

The employer will not discriminate against any applicant or employee because of race, creed, national origin, sex, age, or handicap.

Coordinator's Responsibilities

The coordinator will, with the assistance of the employer or training sponsor, prepare a training plan. The training plan is to be filed with the teacher-coordinator and the employer.

The coordinator will make provisions for all cooperative students to receive regularly scheduled related instruction.

The coordinator will visit each employer as well as observe each student at least twice per grading period at the training station, and will become acquainted with the person to whom the student is responsible while employed.

The coordinator will endeavor to adjust all complaints with the cooperation of all parties concerned, and will have the authority to transfer or withdraw a student from the training station.

The coordinator will confer with each student's parent or guardian during the school year.

Parent's or Guardian's Responsibilities

The parent will provide guidance in career selection.

The parent will sign appropriate forms for the student to enroll in a program.

The parent will provide support and encouragement for student success in school and on the job.

The parent will work cooperatively with the coordinator and student in solving problems related to school and work.

Student's Responsibilities

The student will follow the regulations established by the school and coordinator as listed in the Student Agreement for Cooperative Vocational Education.

The student will follow all regulations established by the employer.

The student will call the teacher-coordinator and employer when necessary to be absent.

The student will not be allowed to work on days when absent from school without prior approval of the coordinator.

Date	Signature of Student	Date	Signature of Employer
Date	Signature of Parent or Guardian	Date	Signature of Teacher-Coordinator

TRAINING PLAN FOR COOPERATIVE EDUCATION STUDENTS

_____ will permit _____
(training station) (student)

from _____ High School to enter their establishment as an employee under the
(school)

supervision of _____ for the purpose of gaining knowledge and
(training supervisor)

experience in the occupational area of _____ for approximately
(job title)

_____ hours a wk/day @ _____.

_____ _____ _____
Employer's Signature Teacher's Signature Student's Signature

COMPETENCIES TO BE DEVELOPED	*Place of Training*		Grading Period *EVALUATION				INDIVIDUAL STUDY ASSIGNMENT
	TRAINING STATION	IN SCHOOL	1st	2nd	3rd	4th	

*1 =Excellent; 2 = Above Average; 3 = Satisfactory; 4 = Unsatisfactory

COMPETENCIES TO BE DEVELOPED	*Place of Training* TRAINING STATION	IN SCHOOL	Grading Period **EVALUATION* 1st	2nd	3rd	4th	INDIVIDUAL STUDY ASSIGNMENT

*1 =Excellent; 2 = Above Average; 3 = Satisfactory; 4 = Unsatisfactory

COMPETENCIES TO BE DEVELOPED	*Place of Training* TRAINING STATION	IN SCHOOL	Grading Period *EVALUATION 1st	2nd	3rd	4th	INDIVIDUAL STUDY ASSIGNMENT
WORK HABITS							
Reports to work promptly.							
Maintains good attendance.							
Uses good time-management techniques.							
Maintains appropriate personal appearance.							
Demonstrates honesty and integrity.							
Maintains interest and enthusiasm.							
Demonstrates initiative.							
Accepts responsibility.							
Demonstrates dependability.							
Maintains positive attitude.							
Fosters positive working relationships.							
Uses feedback constructively for personal growth.							
Uses/maintains materials and equipment appropriately.							
Follows company policies.							
Produces quality work.							
Follows safety procedures.							

*1 =Excellent; 2 = Above Average; 3 = Satisfactory; 4 = Unsatisfactory